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ABSTRACT

In 1991-92, over 50,000 surveys were administered to high school students, elementary school and secondary school teachers and administrators, elementary school students' parents, and graduates from the Austin (Texas) Independent School District (AISD). Parent responses are not published in this report, which discusses the following parameters: (1) school quality and school effectiveness; (2) school safety; (3) district strengths and weaknesses; and (4) parental involvement. Most survey respondents believed that AISD schools are a safe and secure place to learn. Teachers and administrators were more positive in their overall assessments of the schools than were high school students. High school students were satisfied with parental involvement in the schools, but teachers and administrators considered it insufficient. High school students considered that students' lack of interest and truancy were the biggest problems schools face, but use of drugs returned to the list of top five problems after being absent in 1990-91. Although elementary school teachers and administrators indicated that staff morale was high, overall responses were significantly less positive than were those of the preceding year. Graduates generally considered their school experiences as adequate in preparing them for present activities. Twenty-two figures illustrate the survey results. Appendix A contains 4 tables presenting a 6-year summary of student surveys, Appendix B describes the item selection process, Appendix C discusses the nature of the surveys, and Appendix D contains 3 tables presenting a 4-year summary for educators. (SLD)

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Shedding Light on Distance Learning

1991-92 Surveys of Students, Staff, and Graduates

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Shedding Light on District Issues: 1991-92 Surveys of Students, Staff, and Graduates

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Author: Sedra G. Spano

Program Description

In 1991-92, over 50,000 surveys were administered to AISD high school students, elementary and secondary teachers and administrators, other campus professionals, elementary parents, and AISD graduates. A survey of secondary parents was not administered this year because of unacceptably low return rates for the past two years. Elementary parent survey results are not reported here, but may be found in the 1991-92 Priority Schools report (ORE Pub. No. 91.04). The information provided through these survey efforts serves to:

a) Provide AISD students, staff, parents, and graduates a means for expressing their views on key issues;

b) Provide meaningful insight into the effectiveness of program and improvement activities currently implemented within AISD; and

c) Provide a direct response to the fourth AISD strategic planning objective: "After exiting AISD, all individuals will be able to perform successfully at their next endeavor."

Topics discussed in this report include:

- School quality and effectiveness,
- School safety,
- District strengths and weaknesses, and
- Parent involvement.

Major Findings

1. High school students, teachers, and administrators believe that AISD schools are a safe and secure place to learn. (Pages 3, 7, and 9)

2. AISD teachers and administrators are more positive in their perceptions of the quality and effectiveness of AISD schools than are high school students. (Pages 2, 6, 7, and 11)

3. High school students report that they are satisfied with the involvement of their parents in their education; however, teachers at all levels believe that parents' lack of interest is one of AISD's biggest problems. (Pages 3, 8, and 12)

4. High school students report that pupils' lack of interest/truancy is the biggest problem with which their schools must deal. Use of drugs returned to the list of top five problems after being absent in 1990-91. (Pages 4 and 5)

5. Elementary teachers and elementary administrators responded most positively to the statement "The morale of this staff is generally high." However, for teachers at all levels, and for elementary administrators, this year's responses were significantly less positive than those given last year. (Page 13)

6. Most AISD teachers are satisfied with their principal as an instructional leader, with the staff development and training they receive on their campus, and with the fairness of job appraisals. (Pages 14 and 15)

7. While most of AISD's high school students say "no" to a career in teaching, most AISD teachers see teaching as a long-term career. (Pages 8 and 16)

8. Most of AISD's 1990 graduates taking part in the Former Student Survey report that they are in school seeking higher education. (Page 18)

9. English and mathematics courses taken in high school were rated the most useful by AISD graduates who are currently in postsecondary schools. (Page 19)

10. Most AISD graduates report that their high school experience adequately prepared them for their present activities. (Page 20)

Budget Implications

Mandate:
Required by School Board policy requested by Superintendent/ administration; requested by divisions/departments/schools

Funding Amount:
$32,379 for conducting the surveys

Funding Source: Local

Implications:
Provides school climate information to schools for use in campus improvement; provides a flexible data collection mechanism serving school staff, administrators, and program evaluators; provides data to support the first, fourth, and fifth strategic planning objectives.

PROGRAM EFFECTIVENESS SUMMARY

Locally Funded Districtwide Surveys

EFFECT	COST	SURVEY
+	$	HIGH SCHOOL STUDENTS
+	$	EMPLOYEES
+	$	FORMER STUDENTS

Effect is expressed as contributing to any of the five AISD strategic objectives.

+	*Positive*, needs to be maintained or expanded
0	*Not significant*, needs to be improved and modified
-	*Negative*, needs major modification or replacement
BLANK	*Unknown*

Cost is the expense over the regular District per-student expenditure.

0	*No cost* or minimal cost
$	*Indirect costs* and overhead, but no separate budget
$$	*Some direct costs*, but under $500 per student
$$$	*Major direct costs* for teachers, staff, and /or equipment in the range of $500 per student or more

NOTE: Results from the high school student survey contribute to the first strategic objective, "Every student will function at his/her optimal level of achievement and will progress successfully through the system." Results from the employee survey contribute to the fifth strategic objective, "AISD will upgrade the quality of course content and the effectiveness of instruction." Results from the former student survey provide a direct response to the fourth strategic objective, "After exiting AISD, all individuals will be able to perform successfully at their next endeavor."

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SHEDDING LIGHT ON DISTRICT ISSUES:
1991-92 Surveys of Students, Staff, and Graduates

FINAL REPORT

Introduction

The Austin Independent School District (AISD) has conducted survey research with students and employees since the 1979-80 school year. The information provided through this effort serves not only to provide students and staff a means for expressing their views on key issues but also to provide meaningful insight into the effectiveness of programs and improvement activities currently implemented within AISD. The survey results are used by school leaders, such as principals or department heads, program directors, and other District professionals, in understanding the strengths and weaknesses of various programs and policies of interest to AISD.

This report is organized into four sections:

- Trends/conclusions (section 1),
- Students (section 2),
- Teachers, administrators, and other professional employees (section 3), and
- Former students (section 4).

Each section reports longitudinal information on a variety of key issues such as school climate/effectiveness, school quality, strengths and weaknesses, and parent involvement. More detailed information is contained in each of four appendices:

- Appendix A contains summaries of survey characteristics for the past six years.
- Appendix B contains a description of the item selection process.
- Appendix C describes the nature of the surveys.
- Appendix D contains a chart of the anonymous employee survey results for the past four years.

This report serves both to present the current year's survey data and to provide longitudinal survey results from the past two to five years. In some situations, a chi square test of significance was used to compare the current year's results with previous years' results or results from one group with those of another. The term "significantly more (less) positive," as used in this report, indicates that the distribution of responses for one group were statistically more (less) positive than those for another based on the chi square test. Note, however, that statistical significance on the chi square test does not necessarily indicate that the observed changes are meaningful in a practical sense. For example, a 1% or 2% increase in an "agree" response from one year to the next on a particular item may be statistically significant with a large number of respondents, but it may not represent an important trend in survey responses.

TRENDS/CONCLUSIONS

High school students, and elementary and secondary teachers and administrators, were asked similar questions in each of the following areas:

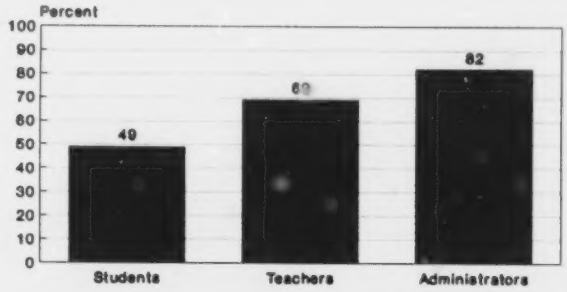
- School quality
- School safety and security
- Parent involvement
- Strengths and weaknesses

This section presents a synthesis of responses in 1991-92 across groups in the above areas.

School Quality

Teachers and administrators are more positive in their perceptions of the quality and effectiveness of AISD schools than are high school students.

RESPONSES OF EXCELLENT OR ABOVE AVERAGE TO "THE QUALITY OF MY SCHOOL IS..."



Additional information on school quality and effectiveness can be found on pages 6, 7, and 11.

Safety and Security

High school students, teachers, and administrators believe that AISD schools are a safe and secure place to learn.

RESPONSES TO SCHOOL SAFETY ITEMS
1991-92

GROUP	ITEM	Strongly Agree + Agree RESPONSES
Students	This school is a safe and secure place to learn.	62%
Teachers	Our school has a safe climate.	86%
Administrators	Our school has a safe climate.	98%

Additional information on school safety can be found on pages 7 and 9.

Parent Involvement

Students are largely satisfied with the amount of parent involvement in AISD; however, teachers at all levels report that parents' lack of involvement is one of AISD's biggest problems.

RESPONSE TO ITEMS RELATED TO PARENT INVOLVEMENT
1991-92

GROUP	ITEM	%	RESPONSE
Students	I want my parents to be more involved in my education by...	68%*	I am satisfied with the involvement of my parents.
Teachers	What do you think are the biggest problems with which your school must deal?	45%**	Parents' lack of interest
		41%	Parents' involvement in school activities
Administrators	What do you think are the biggest problems with which your school must deal?	44%	Parents' involvement in school activities

*from among nine options
**from among 16 options

Additional information on parent involvement can be found on pages 8 and 12.

STUDENTS

Strengths and Weaknesses

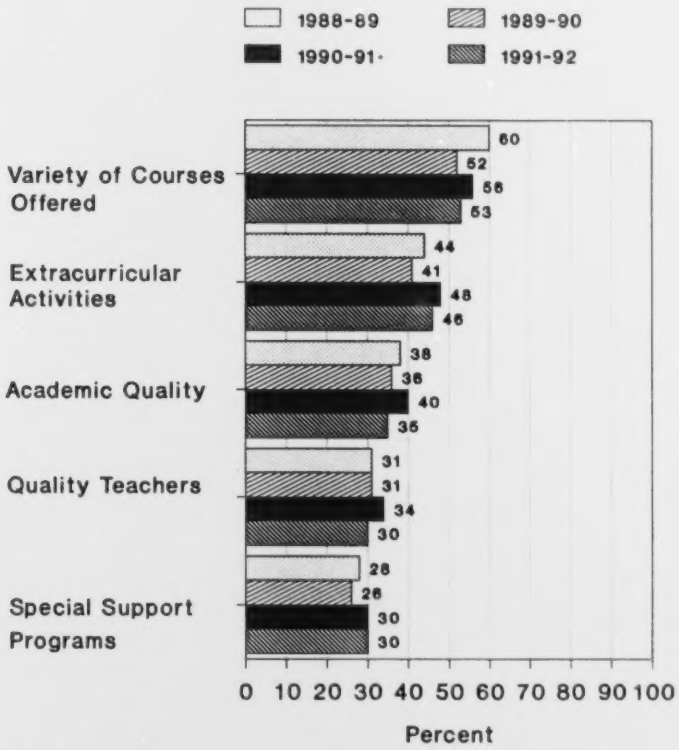
Students report that the variety of courses offered is AISD's greatest strength, while pupil lack of interest/truancy is AISD's biggest problem.

In response to the question "What are AISD's greatest strengths?" the top five student choices were:

1. Variety of courses offered
2. Extracurricular activities
3. Academic quality
4. Special support programs
5. Quality teachers

These responses are consistent with the 1988-89, 1989-90, and the 1990-91 student responses, as shown in Figure 1.

FIGURE 1
RESPONSES BY HIGH SCHOOL STUDENTS TO :
"WHAT ARE AISD'S GREATEST STRENGTHS?"
N=2,015



Students report that the following five problems are the biggest problems in their school:

1. Pupils' lack of interest/truancy
2. Lack of respect of teachers/other students
3. Use of drugs
4. Drinking/alcoholism
5. Lack of discipline

Figure 2 presents a comparison of students' rankings of the biggest problems for the current year and four previous years. One notable difference in this year's responses compared to last school year's is the return of the problem "use of drugs" which was not listed in the top five last year. The problem "fighting," ranked as the fourth or fifth biggest problem since 1987-88, was not among the top five in 1991-92. Drinking/ alcoholism, ranked as the fourth biggest problem this year, is up from fifth last year (see Figure 2).

FIGURE 2
FIVE-YEAR COMPARISON OF TOP FIVE RESPONSES BY HIGH SCHOOL STUDENTS TO: "WHAT DO YOU THINK ARE THE BIGGEST PROBLEMS WITH WHICH YOUR SCHOOL MUST DEAL?"

YEAR	PROBLEM	RANK	%
1987-88	Use of Drugs	1	39%
	Pupils' Lack of Interest/Truancy	2	34%
	Lack of Respect of Teachers/Other Students	3	26%
	Fighting	4	23%
	Lack of Discipline	5	23%*
1988-89	Pupils' Lack of Interest/Truancy	1	33%
	Use of Drugs	2	30%
	Lack of Respect of Teachers/Other Students	3	27%
	Drinking/Alcoholism	4	21%
	Fighting	5	21%*
1989-90	Use of Drugs	1	35%
	Pupils' Lack of Interest/Truancy	2	32%
	Lack of Respect of Teachers/Other Students	3	29%
	Drinking/Alcoholism	4	25%
	Fighting	5	21%
1990-91	Pupils' Lack of Interest/Truancy	1	34%
	Lack of Respect of Teachers/Other Students	2	31%
	Teachers' Lack of Interest	3	21%
	Fighting	4	21%*
	Drinking/Alcoholism	5	20%
1991-92	Pupils' Lack of Interest/Truancy	1	34%
	Lack of Respect of Teachers/Other Students	2	27%
	Use of Drugs	3	24%
	Drinking/Alcoholism	4	20%
	Lack of Discipline	5	19%

* These problems were assigned a lower rank than the one just above based upon a smaller actual percentage; both percentages rounded to the same whole number.

School Quality

Most students strongly agree or agree that the quality of their school's teachers, academics, and extracurricular activities is excellent.

FIGURE 3
RESPONSES BY HIGH SCHOOL STUDENTS TO:
"THE QUALITY OF TEACHERS AT MY SCHOOL IS EXCELLENT"
N=1,408

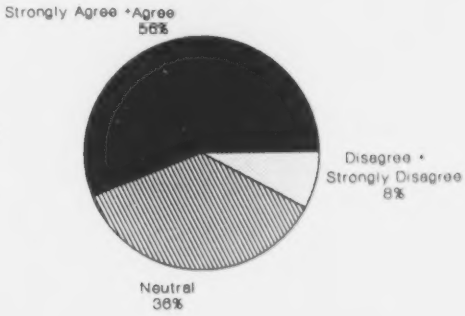


FIGURE 4
RESPONSES BY HIGH SCHOOL STUDENTS TO:
"THE ACADEMIC QUALITY OF MY SCHOOL IS EXCELLENT"
N=1,398

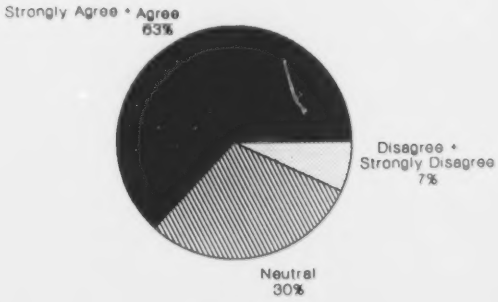
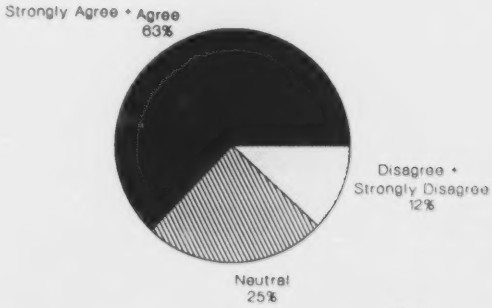
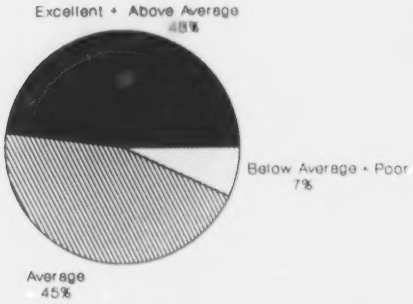


FIGURE 5
RESPONSES BY HIGH SCHOOL STUDENTS TO :
"THE QUALITY OF EXTRACURRICULAR ACTIVITIES AT MY SCHOOL IS EXCELLENT"
N=1,408



Ninth graders were asked to rate the quality of their school on a scale from excellent to poor. As Figure 6 illustrates, less than half of high school freshman rate their school as "above average" or "excellent."

FIGURE 6
RESPONSES BY NINTH GRADERS TO:
"THE QUALITY OF MY SCHOOL IS:"
1991-92 (N=2,482)



SCHOOL CLIMATE/EFFECTIVENESS

High school students are generally positive in their perceptions about school satisfaction, discipline, and safety.

The following items concerning school satisfaction, discipline, and school safety and security, taken together, reflect student perceptions of school climate/effectiveness on their campuses:

- Almost two thirds (64%) of high school students believe that teachers at their school show enthusiasm about the subject matter, yet only 38% of high school students believe that their school makes students enthusiastic about learning.
- Most (87%) of high school students believe that their teachers expect them to graduate from high school.
- A majority of high school students (62%) believe that the variety of courses offered at their school is excellent.
- More than half (53%) of high school students agree with the statement that discipline in their school is fair and related to violations of agreed-upon rules.
- Only 32% of high school students believe that most students in their school are well-behaved.
- Most high school students (62%) report that their school is a safe and secure place to learn.

PARENT INVOLVEMENT

Most students report that they are satisfied with the involvement of their parents in their education.

The top three responses (N=2172) to the statement "I want my parents to be more involved in my education by..." are:

1. I am satisfied with the involvement of my parents (68%).
2. Helping me to get my homework done (22%).
3. Helping me relate school learning to real life (18%).

A full 96% of ninth graders surveyed (N=2,487) strongly agree (86%) or agree (10%) with the statement "My parents expect me to graduate from high school."

INTEREST IN TEACHING AS A CAREER

A majority of students surveyed say "no" to a career in teaching.

Figure 7 reports student responses to the statement "I am interested in teaching as a career" for this year and the last two years.

FIGURE 7
RESPONSES BY HIGH SCHOOL STUDENTS TO:
"I AM INTERESTED IN TEACHING AS A CAREER."

RESPONSE	1989-90 N=2,595	1990-91 N=2,686	1991-92 N=2,164
Yes	10%	11%	11%
No	58%	56%	58%
Neutral/Don't Know	32%	33%	31%

TEACHERS AND OTHER PROFESSIONAL EMPLOYEES

The same 24 school climate/effectiveness items have been asked of AISD teachers, other professionals, and administrators for the past four years. Appendix D contains a chart of these items with results covering these four school years: 1988-89, 1989-90, 1990-91, and 1991-92.

This section focuses on summarizing these school climate items as they relate to school quality, discipline, District weaknesses, teacher morale and expectations, instructional leadership, and professional growth. In addition, three- and four-year trends in teacher responses to school climate items will be discussed.

SCHOOL CLIMATE/EFFECTIVENESS

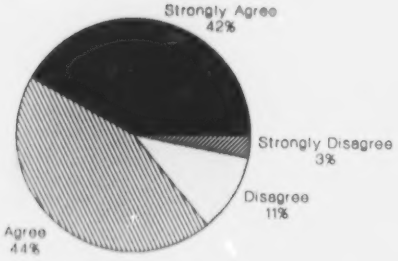
Teachers, other professionals, and administrators are generally positive in their perceptions about safety, satisfaction, discipline, and effectiveness in their schools.

School Safety

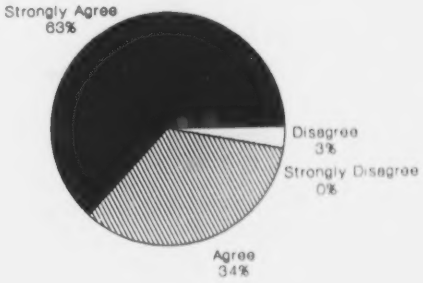
Most teachers (86%) and administrators (97%) strongly agree or agree with the statement "Our school has a safe climate" (see Figure 8).

FIGURE 8
RESPONSES OF TEACHERS AND ADMINISTRATORS TO:
"OUR SCHOOL HAS A SAFE CLIMATE."

Teachers
N=4,159



Administrators
N=179



In response to the statement "Our school has an orderly, purposeful, business-like climate," a large majority of teachers and administrators strongly agree or agree, as shown in Figure 9.

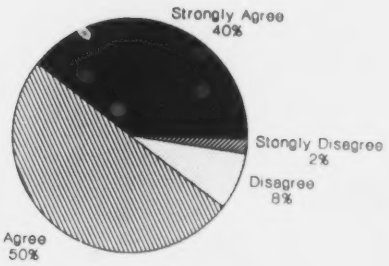
FIGURE 9
RESPONSES OF TEACHERS AND ADMINISTRATORS TO:
"OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL, BUSINESS-LIKE CLIMATE."

Group	N	Year	Strongly Agree or Agree	Disagree or Strongly Disagree
Teachers	4,061	1989-90	91%	9%
	4,059	1990-91	86%	14%
	4,159	1991-92	84%	16%
Administrators	189	1989-90	91%	9%
	173	1990-91	94%	6%
	179	1991-92	92%	8%

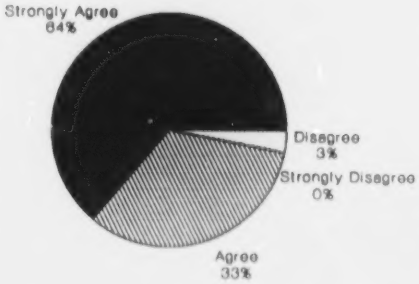
Most teachers and administrators strongly agree or agree with the statement "The general school climate is conducive to learning" (see Figure 10).

FIGURE 10
RESPONSES OF TEACHERS AND ADMINISTRATORS TO:
"THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING."

Teachers
N=4,159



Administrators
N=179



School Quality

A majority of teachers, other professionals, and administrators rate the quality of their schools as excellent or above average.

Most teachers, other professionals, such as counselors and librarians, and administrators rate the quality of their schools as excellent or above average. See Figure 11 below.

FIGURE 11
RESPONSES OF TEACHERS, OTHER PROFESSIONALS AND ADMINISTRATORS TO: "I WOULD RATE THE QUALITY OF MY SCHOOL AS..."

			RESPONSES		
Group	N	Year	Above Excellent or Average	Average	Below Average or Poor
Teachers	277	1988-89	71%	24%	6%
	313	1989-90	70%	23%	7%
	259	1990-91	73%	19%	8%
	256	1991-92	69%	27%	4%
Other Professionals	101	1988-89	74%	20%	7%
	140	1989-90	77%	19%	5%
	81	1990-91	69%	25%	6%
	69	1991-92	63%	30%	7%
Administrators	69	1988-89	81%	17%	1%
	68	1989-90	87%	13%	0%
	55	1990-91	91%	7%	2%
	49	1991-92	82%	16%	2%

Discipline

Teacher and administrator perceptions of student behavior, student-staff interactions, parental support of the school's disciplinary system, and of the overall school environment convey a positive image of discipline in AISD.

Most AISD teachers and administrators strongly agree, agree, or tend to agree that:

- Overall, students are well behaved in their school (teachers 78%, administrators 96%).
- There is a sense of order and discipline in their school (teachers 86%, administrators 97%).
- Students obey their school's rules (teachers 78%, administrators 98%).
- They are treated with respect by their students (teachers 66%, administrators 90%).
- Parents support the school's rules and its disciplinary system (teachers 84%, administrators 98%).

Problems in AISD

Along with students (see pages 4 and 5), teachers and administrators were also asked to identify their school's biggest problems. Figure 12 below highlights their responses.

FIGURE 12
TOP FIVE BIGGEST PROBLEMS IDENTIFIED BY TEACHERS AND ADMINISTRATORS, 1991-92

Group	Number of Responses	Top Five Biggest Problems
Elementary Teachers	821	1. Parents' involvement in school activities 2. Parents' lack of interest 3. Large schools/overcrowding 4. Lack of respect of teachers/ other students 5. Lack of proper financial support
Secondary Teachers	505	1. Pupils' lack of interest/truancy 2. Lack of respect of teachers/ other students 3. Lack of discipline 4. Parents' lack of interest 5. Large schools/overcrowding
Administrators	161	1. Parents' involvement in school activities 2. Lack of proper financial support 3. Parents' lack of interest 4. Pupils' lack of interest/truancy 5. Large schools/overcrowding

Morale

Elementary teachers and elementary administrators responded most positively to the statement "The morale of this staff is generally high." However, ***for teachers at all levels, and for elementary administrators, this year's responses were significantly less positive than those given last year*** (see Figure 13).

FIGURE 13
RESPONSES BY TEACHERS AND ADMINISTRATORS TO:
"THE MORALE OF THIS STAFF IS GENERALLY HIGH."

Group	N	Year	Agree	Disagree
TEACHERS				
Elementary	2,337	1989-90	75%	25%
	2,389	1990-91	78%	22%
	2,505	1991-92	74%	26%
Middle	688	1989-90	69%	31%
	720	1990-91	65%	35%
	760	1991-92	51%	49%
High School	856	1989-90	66%	34%
	950	1990-91	70%	30%
	894	1991-92	57%	43%
ADMINISTRATORS				
Elementary	107	1989-90	88%	12%
	99	1990-91	97%	3%
	101	1991-92	91%	9%
Secondary	82	1989-90	76%	24%
	74	1990-91	79%	21%
	78	1991-92	83%	13%

High Expectations/Teacher Behavior

Teachers and administrators strongly agree that school staff have high expectations for success, and that students can attain mastery of basic skills.

Almost all teachers and administrators at all levels strongly agree or agree that their school staff has high expectations for success, and most strongly agree or agree that their school staff believes and demonstrates that students can achieve mastery (see Figure 14).

FIGURE 14
RESPONSES OF TEACHERS AND ADMINISTRATORS TO STATEMENTS CONCERNING TEACHER EXPECTATIONS

Item	N	Responses of:	Strongly Agree or Agree	Disagree or Strongly Disagree
Our school staff has high expectations for success.	2,505	Elementary Teachers	97%	3%
	760	Middle/Junior Teachers	92%	8%
	894	High School Teachers	90%	10%
	101	Elementary Administrators	96%	4%
	78	Secondary Administrators	96%	4%
Our school staff believes and demonstrates that all students can attain mastery.	2,505	Elementary Teachers	93%	7%
	760	Middle/Junior Teachers	84%	16%
	894	High School Teachers	76%	24%
	101	Elementary Administrators	94%	6%
	78	Secondary Administrators	86%	14%

Instructional Leadership

Teachers' perceptions of their school's principal are largely positive.

Most AISD teachers agree or tend to agree that:

- Their principal is an effective instructional leader (83%).
- Their principal is willing to discuss problems with them (87%).
- Their decisions as professionals are supported and respected by campus administration (84%).
- There is collaborative planning and decision making at their school (80%).
- The channels of communication among the faculty, administrators, and other staff at their building are open and adequate (74%).
- The resolution of conflicts or problems is addressed positively at their campus (78%).

Teacher Satisfaction/Professionalism

A majority of teachers are satisfied with the staff development/training they receive at their campus. Teachers also feel that job appraisals are fair.

FIGURE 15
RESPONSES OF TEACHERS TO STATEMENTS CONCERNING TEACHER SATISFACTION AND GROWTH AS A PROFESSIONAL

Item	N	Responses of:	Strongly Agree or Agree	Disagree or Strongly Disagree
My continued growth as a professional is supported by staff development/ training at my campus.	2,505	Elementary Teachers	90%	10%
	760	Middle/Junior Teachers	81%	19%
	894	High School Teachers	81%	19%
	4,159	**Total**	**87%**	**13%**
Job performance appraisals on my campus are fair and representative of actual job performance.	2,505	Elementary Teachers	86%	14%
	760	Middle/Junior Teachers	77%	23%
	894	High School Teachers	80%	20%
	4,159	**Total**	**83%**	**17%**

As shown in Figure 15:

- Most teachers (87%) report that their continued growth as a professional is supported by staff development/training at their campus.
- Most teachers (83%) report that job performance appraisals on their campus are representative of actual job performance.

Trends in Teacher Responses to School Climate Items

Teacher responses to the following school climate item have been steadily and significantly *more positive* over the last three years:

- Our classrooms are characterized by students actively engaged in learning.

Teacher responses to the following school climate items have been steadily and significantly *less positive* over the last three years:

- The channels of communication among the faculty, administrators and other staff at my building are open and adequate.

- Staff achievements are recognized.
- At our school there is frequent monitoring of student progress. The results of assessments are used to improve individual student proficiency.
- Adequate resourses are available to me.

TEACHER CAREER GOALS

A majority of AISD teachers see teaching as a long-term career.

Teachers were asked to respond to the question "Which of these statements best describes your career goals at this time?" and were given the following response options:

A. Teaching is my career; I'll teach as long as I can.
B. Undecided; I'm considering other options.
C. Teaching is not my career; I'll leave as soon as I can.

This school year, 68% of elementary teachers, 74% of high school teachers, and 71% of middle/junior high teachers chose response option A. See Figure 16 for a four-year comparison.

FIGURE 16
TEACHER RESPONSES TO: "WHICH OF THESE STATEMENTS BEST DESCRIBES YOUR CAREER GOALS AT THIS TIME?"--1988-89 THROUGH 1991-92

RESPONSES OF:	YEAR 1988-89	1989-90	1990-91	1991-92
Elementary Teachers	A. 68% B. 30% C. 2%	A. 59% B. 38% C. 3%	A. 76% B. 22% C. 2%	A. 68% B. 31% C. 1%
Middle/Junior High School Teachers	A. 67% B. 28% C. 5%	A. 55% B. 42% C. 3%	A. 78% B. 32% C. 0%	A. 71% B. 23% C. 6%
High School Teachers	A. 71% B. 27% C. 2%	A. 71% B. 25% C. 4%	A. 62% B. 36% C. 2%	A. 74% B. 24% C. 2%

GRADUATES

In September of 1991, a Former Student Survey of 1989-90 AISD graduates was conducted. The survey was conducted for the first time since the 1982-83 school year in response to the fourth AISD strategic planning objective: "After exiting AISD, all individuals will be able to perform successfully at their next endeavor."

The following table provides demographic information on sex and ethnicity on the total population of AISD 1989-90 graduates, the population that was sampled, and the population that returned surveys. The survey was administered to a stratified random sample of graduates. A larger percentage of graduates with grade point averages below 2.5 was sampled to improve representation in the final sample.

FIGURE 17
GENDER AND ETHNIC DISTRIBUTION OF ALL 1990 GRADUATES, SAMPLED GRADUATES, AND RETURNS

GRADUATES (June 1990)	SEX		ETHNICITY		
	M	F	Black	Hispanic	Other
Total Group: N=2,947	46%	54%	19%	25%	56%
Sample: N=532=20%	46%	54%	20%	23%	57%
Return: N=176=33%	45%	55%	14%	19%	67%
Sample > 2.5* N=213=40%	40%	60%	14%	15%	71%
Return > 2.5 N=102=58%	39%	61%	13%	9%	78%
Sample ≤ 2.5 N=319=60%	50%	50%	23%	29%	48%
Return ≤ 2.5 N=74=42%	53%	47%	16%	34%	50%
*2.5= Grade Point Average					

This survey was divided into three distinct sections of questions concerning the following:

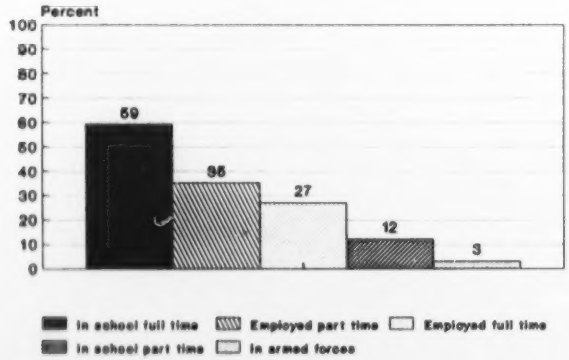
- What graduates are doing now,
- The usefulness of courses taken in high school, and
- How prepared graduates feel for future school or work endeavors.

What Graduates Are Doing Now

Most of AISD's 1990 graduates are in school seeking higher education.

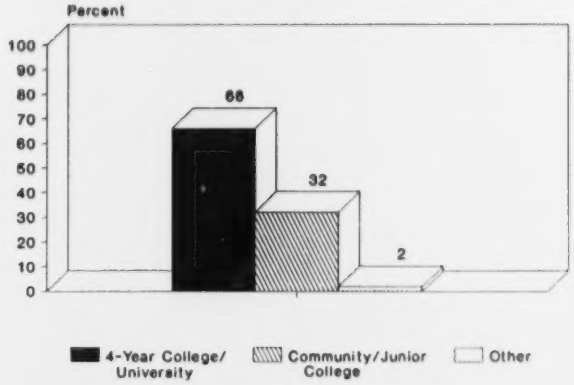
In response to the question "What are you doing now?" 71% of the 1989-90 AISD graduates surveyed reported that they were in school full or part time. Of this number, 66% reported attending a four-year college or university, 33% were attending a community or junior college, and 1% reported attending a technical or trade school. Less than one third (27%) of the graduates surveyed were working full time and 35% were working part time, while 4% reported being unemployed, but looking for work. Just 3% of those surveyed were serving in a branch of the armed forces (see Figures 18 and 19). Forty-six graduates reported that they were both in school full time and working part time; 11 graduates reported that they were in school part time and working full time, and 10 graduates reported being in school part time and working part time.

FIGURE 18
WHAT ARE YOU DOING NOW?
N=176



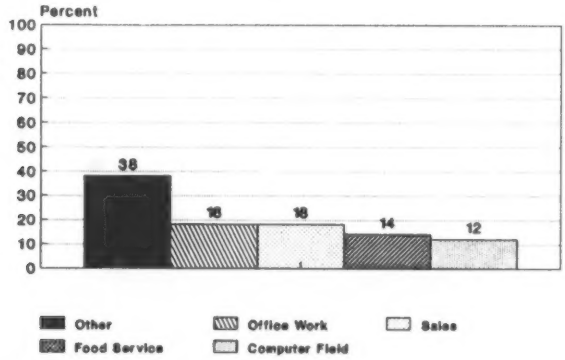
Percents do not add to 100 as graduates could select more than one response.

FIGURE 19
GRADUATES IN SCHOOL FULL OR PART TIME
N=104



A majority of graduates surveyed (62%) reported that they were working full or part time. Of those graduates working full or part time, 18% were doing office work, 18% were in sales, 14% were in food service, and 12% were in the computer field. An additional 38% reported working in a variety of other fields, including day care, the medical field, and the arts (see Figure 20). Most working graduates surveyed stated that they were in a job that they had gotten for themselves (59%), and for which they were fully qualified or overqualified (74%).

FIGURE 20
GRADUATES WORKING FULL OR PART TIME
N=109

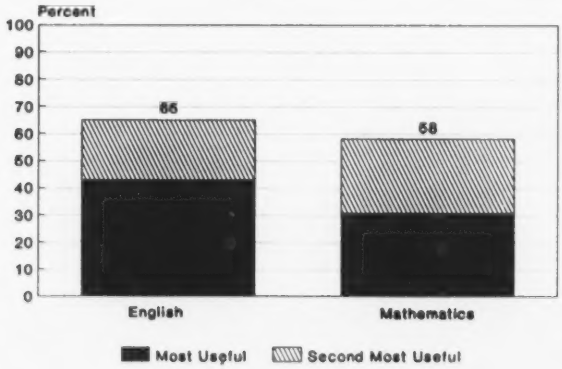


Usefulness of Courses Taken in High School

English and mathematics courses taken in high school were rated the most useful by graduates who are currently in school.

Of those graduates attending school full or part time, 65% reported that their high school English/Language Arts courses were the most useful or second most useful in preparing them for their present school experiences; 58% reported that their high school mathematics courses were most useful or second most useful (see Figure 21). English/language arts and mathematics were also the most prevalent responses given by 1982 graduates the last time this survey was administered.

FIGURE 21
USEFULNESS OF COURSES TAKEN IN HIGH SCHOOL
N=104

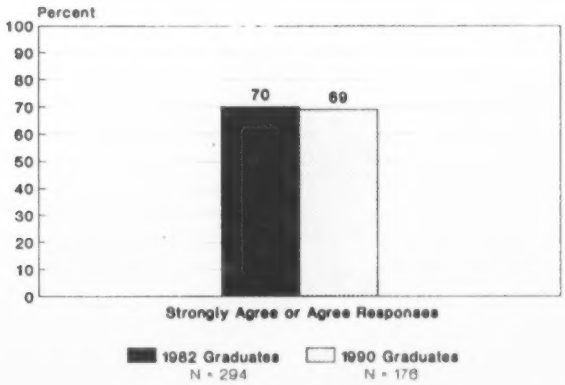


Preparation For School Or Work

Most AISD graduates reported being adequately prepared for their future activities.

Most 1989-90 AISD graduates surveyed (69%) strongly agreed or agreed that, overall, high school adequately prepared them for their present activities. This response is similar to that given by 1982 graduates, as shown in Figure 22. Somewhat contradictorily, 66% of '90 graduates strongly agreed or agreed that their high school graduation requirements should have required more of them.

FIGURE 22
PREPARATION FOR SCHOOL OR WORK



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APPENDIX A
Section 1
High School Student Survey
Six-Year Summary of Characteristics

CHARACTERISTICS	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
Dates of Administration	11/14-11/24	11/5-11/16	11/7-11/11	11/21-12/6	11/5-11/9	11/4-11/8
Total Number of Items	29	65	90	93	86	73
Range of Items per Respondent	10-15	9-23	11-24	14-24	12-23	7-26
Average Number of Items per Respondent	NA	14	14	18	18	17
Number of Surveys Sent Out	15,646	15,230	15,351	14,973	15,117	15,318
Number of Surveys Returned	13,035	12,667	13,186	13,076	12,940	12,179
Percentage of Surveys Returned	83%	83%	86%	87%	86%	80%

NA= Not Available

APPENDIX A
Section 2
Employee Survey--Teachers and Other Professionals
Six-Year Summary of Characteristics

CHARACTERISTICS	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92
Dates of Administration	3/13-4/20	3/11-4/13	3/7-3/24	1/15-2/16	1/16-2/15	1/20-2/14
Total Number of Items	210	339	24 anon. 231 conf.	24 anon. 280 conf.	24 anon. 333 conf.	24 anon. 222 conf.
Range of Items per Respondent	13-23	8-24	24-48	29-48	36-48	31-48
Average Number of Items per Respondent	NA	NA	24 anon. 13 conf.	24 anon. 18 conf.	24 anon. 23 conf.	24 anon. 20 conf.
Number of Surveys Sent Out	NA	NA	4,307 anon. 4,033 conf.	4,314 anon. 4,110 conf.	4,525 anon. 4,321 conf.	4,530 anon. 4,732 conf.
Number of Surveys Returned	NA	NA	4,105 anon. 3,876 conf.	4,041 anon. 3,985 conf.	4,156 anon. 4,084 conf.	4,271 anon. 4,524 conf.
Percentage of Surveys Returned	71%	78%	95% anon. 96% conf.	94% anon. 97% conf.	92% anon. 95% conf.	94% anon. 95% conf.

NA = Not Available
anon. = anonymous
conf. = confidential

APPENDIX A
Section 3
Employee Survey--Administrators
Four-Year Summary of Characteristics

CHARACTERISTICS	1988-89	1989-90	1990-91	1991-92
Dates of Administration	3/7-3/24	1/15-2/16	1/16-2/15	1/20-2/14
Total Number of Items	20 anon. 129 conf.	20 anon. 169 conf.	20 anon. 202 conf.	20 anon. 222 conf.
Range of Items per Respondent	28-44	30-44	26-56	27-48
Average Number of Items per Respondent	20 anon. 19 conf.	20 anon. 19 conf.	20 anon. 24 conf.	20 anon. 20 conf.
Number of Surveys Sent Out	216 anon. 324 conf.	215 anon. 318 conf.	221 anon. 333 conf.	204 anon. 318 conf.
Number of Surveys Returned	190 anon. 292 conf.	189 anon. 296 conf.	173 anon. 304 conf.	179 anon. 290 conf.
Percentage of Surveys Returned	88% anon. 90% conf.	88% anon. 93% conf.	88% anon. 94% conf.	88% anon. 91% conf.

anon. = anonymous
conf. = confidential

APPENDIX A
Section 4
Former Student Survey
Two-Year Summary of Characteristics

CHARACTERISTICS	School Year Administered 1982-83	1991-92
Dates of Administration	4/8-6/1	10/20-12/20
Total Number of Items	34	29
Number of Surveys Sent Out	659	532
Number of Surveys Returned	303	176
Percentage of Surveys Returned	46%	33%

APPENDIX B

Item Selection Process

Item solicitation and selection for students, professionals, and administrators is collaborative because it provides a forum for decision makers who have a stake in the survey process to voice their input and concerns. The process generally involves central office personnel and ORE program staff (among others) submitting an item or a set of items. ORE staff make final decisions on item selection for each survey administered.

Students

Items for the student survey were solicited from Secondary Education, ORE staff, and administrators of vocational education in October, 1991. Overall, 73 items were distributed in November to 15,318 students, with 80% of all surveys returned.

Professionals and Administrators

The 1991-92 employee survey was organized into two distinct sections: (1) 222 general items that dealt with a variety of topics like Chapter 1, TAAS, cable TV, Drug-Free Schools, and dropouts; and, (2) 24 items on school climate/school effectiveness.

Items for the employee survey items were solicited from elementary and secondary administrators, coordinators, other AISD departmental staff (e.g., Health Services, Media Production), ORE staff, and principals. The same 24 school climate/effectiveness items have been repeated for the past four years.

ORE has developed a sophisticated, computerized system for item assignment, form generation, and processing which allows a large number of items to be included, while limiting items directed to one individual. All administrative employees received 20 school climate items, while all professional employees received 24 school climate items. The other 222 items were randomly assigned to relevant populations. Thus, the maximum number of items per respondent was limited as shown below.

MAXIMUM NUMBER OF ITEMS RECEIVED BY PROFESSIONALS AND ADMINISTRATORS ON THE 1992 EMPLOYEE SURVEY

BASED ON A TOTAL OF 246 SURVEY ITEMS, EACH EMPLOYEE RECEIVED A MAXIMUM OF BETWEEN 44-48 ITEMS:

	ADMINISTRATORS	PROFESSIONALS
• SCHOOL CLIMATE/SCHOOL EFFECTIVENESS ITEMS	20	24
• GENERAL/OTHER SURVEY ITEMS	24	24
TOTAL	44	48

ORE Pub. No. 91.34 contains the professional and administrator surveys and results for school climate/effectiveness items.

Former Students

Items for the 1991-92 former student survey items were updated from the 1982-83 version of the same survey.

APPENDIX C

Nature of the Surveys

Students

The high school student survey traditionally serves as the major means of obtaining vocational education course preference information, and all coordination efforts have been made through vocational education counselors at each campus. With the loss of vocational counselor positions in the 1991-92 school year, coordination of the student survey was organized through the head counselors at each high school. The need to capture additional information of interest and concern to secondary education personnel has resulted in the expansion of the survey agenda to include other topics such as Channel One and dropouts. ORE Pub. No. 91.34 contains student survey District total results.

Staff

The employee survey is designed to tap opinion from all professional staff within AISD such as teachers, other campus professionals (e.g., librarians and counselors), noncampus professionals (e.g., psychological associates), campus administrators, and central administrators. A wide range of topics of interest has been targeted to all AISD personnel or to specific groups.

Beginning in 1988-89, the survey has been administered during a faculty meeting, resulting in higher return rates than in previous years. The return rates for 1991-92 were 96%, 94%, and 91% for teachers, other professionals, and administrators, respectively.

Former Students

The former student survey was conducted in response to the strategic objective, "After exiting AISD, all individuals will be able to perform successfully at their next endeavor." The former student survey was last conducted with a sample from the class of 1982. ORE Pub. No. 91.34 contains complete results for the 1991-92 Former Student Survey. Highlights from this survey may be found in the Feedback: "Whatever Happened to the Class of '90? Results from the 1991 Former Student Survey" (ORE Pub. No. 91.27).

APPENDIX D

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

DISTRICTWIDE SURVEY OF PROFESSIONALS: FOUR YEAR COMPARISIONS

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
1. OUR SCHOOL STAFF HAS HIGH EXPECTATIONS FOR SUCCESS.	ALL ELEMENTARY SCHOOLS	88-89	%	68	30	2	0	97	3
		89-90	%	67	29	3	1	97	3
		90-91	%	63	33	3	1	96	4
		91-92	%	67	30	3	1	97	3
		CHANGE FROM:							
		88-89	%	-1	0	1	1	0	0
		89-90	%	0	1	0	0	0	0
		90-91	%	4	-3	0	0	1	-1
2. OUR SCHOOL STAFF BELIEVES AND DEMONSTRATES THAT ALL STUDENTS CAN ATTAIN MASTERY.	ALL ELEMENTARY SCHOOLS	88-89	%	52	43	5	0	95	5
		89-90	%	53	41	5	1	94	6
		90-91	%	48	45	7	1	93	7
		91-92	%	49	43	7	1	93	7
		CHANGE FROM:							
		88-89	%	-3	0	2	1	-2	2
		89-90	%	-4	2	2	0	-1	1
		90-91	%	1	-2	0	0	0	0
3. OUR SCHOOL HAS A SAFE CLIMATE.	ALL ELEMENTARY SCHOOLS	88-89	%	54	39	6	2	92	8
		89-90	%	53	37	7	3	90	10
		90-91	%	53	38	7	2	91	9
		91-92	%	51	40	7	2	91	9
		CHANGE FROM:							
		88-89	%	-3	1	1	0	-1	1
		89-90	%	-2	3	0	-1	1	-1
		90-91	%	-2	2	0	0	0	0
4. OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL, BUSINESSLIKE CLIMATE.	ALL ELEMENTARY SCHOOLS	88-89	%	48	43	7	2	91	9
		89-90	%	51	40	7	2	91	9
		90-91	%	48	43	7	2	91	9
		91-92	%	47	42	8	2	89	11
		CHANGE FROM:							
		88-89	%	-1	-1	1	0	-2	2
		89-90	%	-4	2	1	0	-2	2
		90-91	%	-1	-1	1	0	-2	2
5. OUR SCHOOL HAS A CLEAR AND FOCUSED MISSION THROUGH WHICH OUR ENTIRE STAFF SHARES AN UNDERSTANDING AND COMMITMENT TO SCHOOL GOALS.	ALL ELEMENTARY SCHOOLS	88-89	%	47	44	8	1	91	9
		89-90	%	53	39	7	1	92	8
		90-91	%	48	42	8	1	90	10
		91-92	%	50	40	8	1	91	9
		CHANGE FROM:							
		88-89	%	3	-4	0	0	0	0
		89-90	%	-3	1	1	0	-1	1
		90-91	%	2	-2	0	0	1	-1
6. OUR SCHOOL STAFF WORKS TOGETHER TO IMPROVE INSTRUCTION.	ALL ELEMENTARY SCHOOLS	88-89	%	49	42	8	1	91	9
		89-90	%	49	42	7	2	91	9
		90-91	%	46	45	7	2	91	9
		91-92	%	47	41	9	2	89	11
		CHANGE FROM:							
		88-89	%	-2	-1	1	1	-2	2
		89-90	%	-2	-1	2	0	-2	2
		90-91	%	1	-4	2	0	-2	2
7. OUR CLASSROOMS ARE CHARACTERIZED BY STUDENTS ACTIVELY ENGAGED IN LEARNING.	ALL ELEMENTARY SCHOOLS	88-89	%	59	39	2	0	97	3
		89-90	%	58	38	3	1	96	4
		90-91	%	54	42	3	1	96	4
		91-92	%	55	41	3	0	97	3
		CHANGE FROM:							
		88-89	%	-4	2	1	0	0	0
		89-90	%	-3	3	0	-1	1	-1
		90-91	%	1	-1	0	-1	1	-1

BEST COPY AVAILABLE

APPENDIX D

AUSTIN INDEPENDENT SCHOOL DISTRICT

DISTRICTWIDE SURVEY OF PROFESSIONALS: FOUR YEAR COMPARISIONS

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

91.21

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
8. AT OUR SCHOOL THERE IS FREQUENT MONITORING OF STUDENT PROGRESS. THE RESULTS OF ASSESSMENTS ARE USED TO IMPROVE INDIVIDUAL STUDENT PROFICIENCY.	ALL ELEMENTARY SCHOOLS	88-89	%	51	44	4	1	96	4
		89-90	%	54	42	3	1	96	4
		90-91	%	49	47	4	0	96	4
		91-92	%	47	46	6	1	94	6
		CHANGE FROM:							
		88-89	%	-4	2	2	0	-2	2
		89-90	%	-7	4	3	0	-2	2
		90-91	%	-2	-1	2	1	-2	2
9. OUR SCHOOL HAS POSITIVE RELATIONS WITH THE HOME AND SCHOOL COMMUNITY.	ALL ELEMENTARY SCHOOLS	88-89	%	47	47	6	1	93	7
		89-90	%	46	47	6	1	93	7
		90-91	%	44	48	7	1	92	8
		91-92	%	43	49	7	1	92	8
		CHANGE FROM:							
		88-89	%	-4	2	1	0	-1	1
		89-90	%	-3	2	1	0	-1	1
		90-91	%	-1	1	0	0	0	0
10. THE CHANNELS OF COMMUNICATION AMONG THE FACULTY, ADMINISTRATORS, AND OTHER STAFF AT MY BUILDING ARE OPEN AND ADEQUATE.	ALL ELEMENTARY SCHOOLS	88-89	%	36	43	16	5	79	21
		89-90	%	38	41	15	6	79	21
		90-91	%	35	46	15	5	81	19
		91-92	%	34	44	17	5	78	22
		CHANGE FROM:							
		88-89	%	-2	1	1	0	-1	1
		89-90	%	-4	3	2	-1	-1	1
		90-91	%	-1	-2	2	0	-3	3
11. THERE IS COLLABORATIVE PLANNING AND DECISION MAKING IN MY SCHOOL.	ALL ELEMENTARY SCHOOLS	88-89	%	36	47	14	3	83	17
		89-90	%	38	43	14	4	82	18
		90-91	%	36	48	12	3	85	15
		91-92	%	38	45	13	4	83	17
		CHANGE FROM:							
		88-89	%	2	-2	-1	1	0	0
		89-90	%	0	2	-1	0	1	-1
		90-91	%	2	-3	1	1	-2	2
12. OVERALL, STUDENTS ARE WELL BEHAVED IN THIS SCHOOL.	ALL ELEMENTARY SCHOOLS	88-89	%	31	51	14	4	82	18
		89-90	%	33	49	13	5	82	18
		90-91	%	32	52	13	4	83	17
		91-92	%	31	51	13	4	82	18
		CHANGE FROM:							
		88-89	%	0	0	-1	0	0	0
		89-90	%	-2	2	0	-1	0	0
		90-91	%	-1	-1	0	0	-1	1
13. ADEQUATE RESOURCES (E.G., TEXTBOOKS, TEACHER GUIDES, AND OTHER MATERIALS) ARE AVAILABLE TO ME.	ALL ELEMENTARY SCHOOLS	88-89	%	42	44	11	4	85	15
		89-90	%	42	41	13	4	83	17
		90-91	%	40	42	14	4	82	18
		91-92	%	37	43	16	4	80	20
		CHANGE FROM:							
		88-89	%	-5	-1	5	0	-5	5
		89-90	%	-5	2	3	0	-3	3
		90-91	%	-3	1	2	0	-2	2
14. THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING.	ALL ELEMENTARY SCHOOLS	88-89	%	53	43	4	1	96	4
		89-90	%	52	43	4	1	95	5
		90-91	%	50	45	3	1	96	4
		91-92	%	49	46	4	1	95	5
		CHANGE FROM:							
		88-89	%	-4	3	0	0	-1	1
		89-90	%	-3	3	0	0	0	0
		90-91	%	-1	1	1	0	-1	1

APPENDIX D

AUSTIN INDEPENDENT SCHOOL DISTRICT

DISTRICTWIDE SURVEY OF PROFESSIONALS: FOUR YEAR COMPARISIONS

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

91.21

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
15. THE PRINCIPAL IS WILLING TO DISCUSS PROBLEMS WITH PROFESSIONALS.	ALL ELEMENTARY SCHOOLS	88-89	%	54	35	8	4	89	11
		89-90	%	56	34	7	4	89	11
		90-91	%	52	38	7	3	90	10
		91-92	%	53	37	8	3	89	11
		CHANGE FROM:							
		88-89	%	-1	2	0	-1	0	0
		89-90	%	-3	3	1	-1	0	0
		90-91	%	1	-1	1	0	-1	1
16. MY DECISIONS AS A PROFESSIONAL ARE SUPPORTED AND RESPECTED BY MY CAMPUS ADMINISTRATOR(S).	ALL ELEMENTARY SCHOOLS	88-89	%	48	39	9	4	87	13
		89-90	%	49	38	9	5	86	14
		90-91	%	48	40	10	3	88	12
		91-92	%	46	41	10	3	86	14
		CHANGE FROM:							
		88-89	%	-2	2	1	-1	-1	1
		89-90	%	-3	3	1	-2	0	0
		90-91	%	-2	1	0	0	-2	2
17. MY CONTINUED GROWTH AS A PROFESSIONAL IS SUPPORTED BY STAFF DEVELOPMENT/TRAINING PROVIDED THROUGH MY CAMPUS.	ALL ELEMENTARY SCHOOLS	88-89	%	44	46	8	1	91	9
		89-90	%	47	44	7	2	91	9
		90-91	%	44	47	7	2	91	9
		91-92	%	43	47	8	2	90	10
		CHANGE FROM:							
		88-89	%	-1	1	0	1	-1	1
		89-90	%	-4	3	1	0	-1	1
		90-91	%	-1	0	1	0	-1	1
18. JOB PERFORMANCE APPRAISALS ON THIS CAMPUS ARE FAIR AND REPRESENTATIVE OF ACTUAL JOB PERFORMANCE.	ALL ELEMENTARY SCHOOLS	88-89	%	38	44	13	5	82	18
		89-90	%	42	44	11	4	85	15
		90-91	%	40	47	10	3	87	13
		91-92	%	41	45	10	3	86	14
		CHANGE FROM:							
		88-89	%	3	1	-3	-2	4	-4
		89-90	%	-1	1	-1	-1	1	-1
		90-91	%	1	-2	0	0	-1	1
19. OUR FACULTY MEETINGS ARE WELL PLANNED AND PRODUCTIVE.	ALL ELEMENTARY SCHOOLS	88-89	%	36	49	11	4	85	15
		89-90	%	40	46	11	3	86	14
		90-91	%	38	48	11	2	87	13
		91-92	%	38	48	11	3	86	14
		CHANGE FROM:							
		88-89	%	2	-1	0	-1	1	-1
		89-90	%	-2	2	0	0	0	0
		90-91	%	0	0	0	1	-1	1
20. NEW SCHOOL POLICIES ARE EXPLAINED TO ME TO MY SATISFACTION.	ALL ELEMENTARY SCHOOLS	88-89	%	36	51	11	3	87	13
		89-90	%	39	50	9	3	89	11
		90-91	%	36	53	10	1	88	12
		91-92	%	37	50	11	2	87	13
		CHANGE FROM:							
		88-89	%	1	-1	0	-1	0	0
		89-90	%	-2	0	2	-1	-2	2
		90-91	%	1	-3	1	1	-1	1
21. THE RESOLUTION OF CONFLICT OR PROBLEMS IS ADDRESSED POSITIVELY IN THIS SCHOOL.	ALL ELEMENTARY SCHOOLS	88-89	%	34	47	14	5	81	19
		89-90	%	37	45	14	4	82	18
		90-91	%	33	50	13	3	83	17
		91-92	%	33	48	15	4	81	19
		CHANGE FROM:							
		88-89	%	-1	1	1	-1	0	0
		89-90	%	-4	3	1	0	-1	1
		90-91	%	0	-2	2	1	-2	2

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APPENDIX D

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

DISTRICTWIDE SURVEY OF PROFESSIONALS: FOUR YEAR COMPARISIONS

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

91.21

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
22. STAFF ACHIEVEMENTS ARE RECOGNIZED.	ALL ELEMENTARY SCHOOLS	88-89	%	40	44	12	4	84	16
		89-90	%	43	43	9	4	87	13
		90-91	%	40	46	12	3	85	15
		91-92	%	37	46	14	3	83	17
		CHANGE FROM:							
		88-89	%	-3	2	2	-1	-1	1
		89-90	%	-6	3	5	-1	-4	4
		90-91	%	-3	0	2	0	-2	2
23. AN EFFORT IS MADE TO KEEP PAPER-WORK REQUIRED BY MY CAMPUS TO A MINIMUM LEVEL.	ALL ELEMENTARY SCHOOLS	88-89	%	24	48	21	7	72	28
		89-90	%	27	49	19	6	76	24
		90-91	%	26	51	18	5	77	23
		91-92	%	24	51	19	6	75	25
		CHANGE FROM:							
		88-89	%	0	3	-2	-1	2	-3
		89-90	%	-3	2	0	0	-1	1
		90-91	%	-2	0	1	1	-2	2
24. THE MORALE OF THIS STAFF IS GENERALLY HIGH.	ALL ELEMENTARY SCHOOLS	88-89	%	30	44	19	8	73	27
		89-90	%	32	43	18	7	75	25
		90-91	%	31	47	16	5	78	22
		91-92	%	28	46	18	8	74	26
		CHANGE FROM:							
		88-89	%	-2	2	-1	0	1	-1
		89-90	%	-4	3	0	1	-1	1
		90-91	%	-3	-1	2	3	-4	4

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APPENDIX D

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

DISTRICTWIDE SURVEY OF PROFESSIONALS: FOUR YEAR COMPARISIONS

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

91.21

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
1. OUR SCHOOL STAFF HAS HIGH EXPECTATIONS FOR SUCCESS.	ALL MIDDLE SCHOOLS	88-89	%	53	42	5	1	95	5
		89-90	%	57	34	7	2	92	8
		90-91	%	54	40	5	1	94	6
		91-92	%	53	39	7	1	92	8
		CHANGE FROM:							
		88-89	%	0	-3	2	0	-3	3
		89-90	%	-4	5	0	-1	0	0
		90-91	%	-1	-1	2	0	-2	2
2. OUR SCHOOL STAFF BELIEVES AND DEMONSTRATES THAT ALL STUDENTS CAN ATTAIN MASTERY.	ALL MIDDLE SCHOOLS	88-89	%	30	56	12	1	86	14
		89-90	%	35	51	13	2	86	14
		90-91	%	28	57	14	1	85	15
		91-92	%	32	52	14	3	84	16
		CHANGE FROM:							
		88-89	%	2	-4	2	2	-2	2
		89-90	%	-3	1	1	1	-2	2
		90-91	%	4	-5	0	2	-1	1
3. OUR SCHOOL HAS A SAFE CLIMATE.	ALL MIDDLE SCHOOLS	88-89	%	32	53	13	2	85	15
		89-90	%	36	49	12	4	84	16
		90-91	%	31	53	14	3	84	16
		91-92	%	27	49	19	5	76	24
		CHANGE FROM:							
		89	%	-5	-4	6	3	-9	9
		90	%	-9	0	7	1	-8	8
		90-91	%	-4	-4	5	2	-8	8
4. OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL, BUSINESSLIKE CLIMATE.	ALL MIDDLE SCHOOLS	88-89	%	33	49	15	3	82	18
		89-90	%	35	45	15	5	80	20
		90-91	%	30	49	17	4	79	21
		91-92	%	21	54	18	7	75	25
		CHANGE FROM:							
		88-89	%	-12	5	3	4	-7	7
		89-90	%	-14	9	3	2	-5	5
		90-91	%	-9	5	1	3	-4	4
5. OUR SCHOOL HAS A CLEAR AND FOCUSED MISSION THROUGH WHICH OUR ENTIRE STAFF SHARES AN UNDERSTANDING AND COMMITMENT TO SCHOOL GOALS.	ALL MIDDLE SCHOOLS	88-89	%	33	51	14	2	84	17
		89-90	%	35	51	12	3	85	15
		90-91	%	30	55	13	2	85	15
		91-92	%	29	52	16	3	81	19
		CHANGE FROM:							
		88-89	%	-4	1	2	1	-3	2
		89-90	%	-6	1	4	0	-4	4
		90-91	%	-1	-3	3	1	-4	4
6. OUR SCHOOL STAFF WORKS TOGETHER TO IMPROVE INSTRUCTION.	ALL MIDDLE SCHOOLS	88-89	%	35	52	11	2	87	13
		89-90	%	39	48	11	2	86	14
		90-91	%	37	51	10	2	88	12
		91-92	%	35	50	13	2	85	15
		CHANGE FROM:							
		88-89	%	0	-2	2	0	-2	2
		89-90	%	-4	2	2	0	-1	1
		90-91	%	-2	-1	3	0	-3	3
7. OUR CLASSROOMS ARE CHARACTERIZED BY STUDENTS ACTIVELY ENGAGED IN LEARNING.	ALL MIDDLE SCHOOLS	88-89	%	29	58	12	2	87	13
		89-90	%	28	58	10	3	86	14
		90-91	%	24	60	13	2	85	15
		91-92	%	29	58	10	3	87	13
		CHANGE FROM:							
		88-89	%	0	0	-2	1	0	0
		89-90	%	1	0	0	0	1	-1
		90-91	%	5	-2	-3	1	2	-2

APPENDIX D

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

DISTRICTWIDE SURVEY OF PROFESSIONALS: FOUR YEAR COMPARISIONS

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

91.21

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
8. AT OUR SCHOOL THERE IS FREQUENT MONITORING OF STUDENT PROGRESS. THE RESULTS OF ASSESSMENTS ARE USED TO IMPROVE INDIVIDUAL STUDENT PROFICIENCY.	ALL MIDDLE SCHOOLS	88-89	%	34	57	8	1	91	9
		89-90	%	36	55	8	1	92	8
		90-91	%	35	56	8	1	90	10
		91-92	%	31	56	10	3	87	13
		CHANGE FROM:							
		88-89	%	-3	-1	2	2	-4	4
		89-90	%	-5	1	2	2	-5	5
		90-91	%	-4	0	2	2	-3	3
9. OUR SCHOOL HAS POSITIVE RELATIONS WITH THE HOME AND SCHOOL COMMUNITY.	ALL MIDDLE SCHOOLS	88-89	%	34	54	10	2	88	12
		89-90	%	35	55	8	2	90	10
		90-91	%	30	59	9	2	89	11
		91-92	%	29	57	12	2	86	14
		CHANGE FROM:							
		88-89	%	-5	3	2	0	-2	2
		89-90	%	-6	2	4	0	-4	4
		90-91	%	-1	-2	3	0	-3	3
10. THE CHANNELS OF COMMUNICATION AMONG THE FACULTY, ADMINISTRATORS, AND OTHER STAFF AT MY BUILDING ARE OPEN AND ADEQUATE.	ALL MIDDLE SCHOOLS	88-89	%	33	45	17	6	77	23
		89-90	%	32	46	16	6	78	22
		90-91	%	29	46	19	7	74	26
		91-92	%	23	42	22	13	65	35
		CHANGE FROM:							
		88-89	%	-10	-3	5	7	-12	12
		89-90	%	-9	-4	6	7	-13	13
		90-91	%	-6	-4	3	6	-9	9
11. THERE IS COLLABORATIVE PLANNING AND DECISION MAKING IN MY SCHOOL.	ALL MIDDLE SCHOOLS	88-89	%	25	54	17	4	79	21
		89-90	%	27	53	15	5	79	21
		90-91	%	30	52	14	4	82	18
		91-92	%	26	50	18	6	76	24
		CHANGE FROM:							
		88-89	%	1	-4	1	2	-3	3
		89-90	%	-1	-3	3	1	-3	3
		90-91	%	-4	-2	4	2	-6	6
12. OVERALL, STUDENTS ARE WELL BEHAVED IN THIS SCHOOL.	ALL MIDDLE SCHOOLS	88-89	%	16	54	24	7	69	31
		89-90	%	19	51	21	10	69	31
		90-91	%	15	50	26	9	65	35
		91-92	%	14	50	25	11	64	36
		CHANGE FROM:							
		88-89	%	-2	-4	1	4	-5	5
		89-90	%	-5	-1	4	1	-5	5
		90-91	%	-1	0	-1	2	-1	1
13. ADEQUATE RESOURCES (E.G., TEXTBOOKS, TEACHER GUIDES, AND OTHER MATERIALS) ARE AVAILABLE TO ME.	ALL MIDDLE SCHOOLS	88-89	%	37	45	14	4	82	18
		89-90	%	38	46	13	3	84	16
		90-91	%	37	45	14	4	82	18
		91-92	%	28	49	18	5	77	23
		CHANGE FROM:							
		88-89	%	-9	4	4	1	-5	5
		89-90	%	-10	3	5	2	-7	7
		90-91	%	-9	4	4	1	-5	5
14. THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING.	ALL MIDDLE SCHOOLS	88-89	%	33	55	10	2	88	12
		89-90	%	32	53	12	3	85	15
		90-91	%	27	59	12	2	86	14
		91-92	%	25	57	13	5	81	19
		CHANGE FROM:							
		88-89	%	-8	2	3	3	-7	7
		89-90	%	-7	4	1	2	-4	4
		90-91	%	-2	-2	1	3	-5	5

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APPENDIX D

AUSTIN INDEPENDENT SCHOOL DISTRICT

DISTRICTWIDE SURVEY OF PROFESSIONALS: FOUR YEAR COMPARISIONS

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

91.21

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
15. THE PRINCIPAL IS WILLING TO DISCUSS PROBLEMS WITH PROFESSIONALS.	ALL MIDDLE SCHOOLS	88-89	%	46	43	7	3	90	11
		89-90	%	47	38	10	4	86	14
		90-91	%	46	41	8	4	88	12
		91-92	%	39	41	13	7	80	20
		CHANGE FROM:							
		88-89	%	-7	-2	6	4	-10	9
		89-90	%	-8	3	3	3	-6	6
		90-91	%	-7	0	5	3	-8	8
16. MY DECISIONS AS A PROFESSIONAL ARE SUPPORTED AND RESPECTED BY MY CAMPUS ADMINISTRATOR(S).	ALL MIDDLE SCHOOLS	88-89	%	41	45	11	3	86	14
		89-90	%	40	42	13	4	82	18
		90-91	%	38	45	12	5	83	17
		91-92	%	33	46	14	7	79	21
		CHANGE FROM:							
		88-89	%	-8	1	3	4	-7	7
		89-90	%	-7	4	1	3	-3	3
		90-91	%	-5	1	2	2	-4	4
17. MY CONTINUED GROWTH AS A PROFESSIONAL IS SUPPORTED BY STAFF DEVELOPMENT/TRAINING PROVIDED THROUGH MY CAMPUS.	ALL MIDDLE SCHOOLS	88-89	%	30	53	14	3	83	17
		89-90	%	35	50	12	3	85	15
		90-91	%	34	55	9	2	89	11
		91-92	%	28	54	14	4	81	19
		CHANGE FROM:							
		88-89	%	-2	1	0	1	-2	2
		89-90	%	-7	4	2	1	-4	4
		90-91	%	-6	-1	5	2	-8	8
18. JOB PERFORMANCE APPRAISALS ON THIS CAMPUS ARE FAIR AND REPRESENTATIVE OF ACTUAL JOB PERFORMANCE.	ALL MIDDLE SCHOOLS	88-89	%	31	52	13	4	83	17
		89-90	%	33	50	14	4	83	17
		90-91	%	31	50	13	6	81	19
		91-92	%	26	51	15	8	77	23
		CHANGE FROM:							
		88-89	%	-5	-1	2	4	-6	6
		89-90	%	-7	1	1	4	-6	6
		90-91	%	-5	1	2	2	-4	4
19. OUR FACULTY MEETINGS ARE WELL PLANNED AND PRODUCTIVE.	ALL MIDDLE SCHOOLS	88-89	%	31	48	15	5	79	21
		89-90	%	30	53	13	4	83	17
		90-91	%	28	53	16	3	81	19
		91-92	%	20	53	20	7	73	27
		CHANGE FROM:							
		88-89	%	-11	5	5	2	-6	6
		89-90	%	-10	0	7	3	-10	10
		90-91	%	-8	0	4	4	-8	8
20. NEW SCHOOL POLICIES ARE EXPLAINED TO ME TO MY SATISFACTION.	ALL MIDDLE SCHOOLS	88-89	%	28	55	14	3	83	17
		89-90	%	30	56	11	3	86	14
		90-91	%	28	56	13	2	84	16
		91-92	%	22	58	15	5	80	20
		CHANGE FROM:							
		88-89	%	-6	3	1	2	-3	3
		89-90	%	-8	2	4	2	-6	6
		90-91	%	-6	2	2	3	-4	4
21. THE RESOLUTION OF CONFLICT OR PROBLEMS IS ADDRESSED POSITIVELY IN THIS SCHOOL.	ALL MIDDLE SCHOOLS	88-89	%	26	56	15	4	81	19
		89-90	%	27	52	15	6	79	21
		90-91	%	25	53	18	5	77	23
		91-92	%	21	47	22	9	68	32
		CHANGE FROM:							
		88-89	%	-5	-9	7	5	-13	13
		89-90	%	-6	-5	7	3	-11	11
		90-91	%	-4	-6	4	4	-9	9

APPENDIX D

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

DISTRICTWIDE SURVEY OF PROFESSIONALS: FOUR YEAR COMPARISIONS

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

91.21

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
22. STAFF ACHIEVEMENTS ARE RECOGNIZED.	ALL MIDDLE SCHOOLS	88-89	%	43	44	11	3	86	14
		89-90	%	39	48	11	3	87	13
		90-91	%	35	50	11	5	84	16
		91-92	%	30	51	15	4	80	20
		CHANGE FROM:							
		88-89	%	-13	7	4	1	-6	6
		89-90	%	-9	3	4	1	-7	7
		90-91	%	-5	1	4	-1	-4	4
23. AN EFFORT IS MADE TO KEEP PAPER-WORK REQUIRED BY MY CAMPUS TO A MINIMUM LEVEL.	ALL MIDDLE SCHOOLS	88-89	%	18	52	23	7	70	30
		89-90	%	18	49	24	9	67	33
		90-91	%	18	52	22	8	70	30
		91-92	%	11	44	29	16	56	44
		CHANGE FROM:							
		88-89	%	-7	-8	6	9	-14	14
		89-90	%	-7	-5	5	7	-11	11
		90-91	%	-7	-8	7	8	-14	14
24. THE MORALE OF THIS STAFF IS GENERALLY HIGH.	ALL MIDDLE SCHOOLS	88-89	%	22	45	24	9	67	33
		89-90	%	22	47	21	10	69	31
		90-91	%	20	45	26	8	65	35
		91-92	%	13	39	28	21	51	49
		CHANGE FROM:							
		88-89	%	-9	-6	4	12	-16	16
		89-90	%	-9	-8	7	11	-18	18
		90-91	%	-7	-6	2	13	-14	14

APPENDIX D

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

DISTRICTWIDE SURVEY OF PROFESSIONALS: FOUR YEAR COMPARISIONS

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

91.21

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
1. OUR SCHOOL STAFF HAS HIGH EXPECTATIONS FOR SUCCESS.	ALL HIGH SCHOOLS	88-89	%	51	39	8	1	90	10
		89-90	%	48	42	9	1	90	10
		90-91	%	49	41	7	2	90	10
		91-92	%	49	41	8	2	90	10
		CHANGE FROM:							
		88-89	%	-2	2	0	1	0	0
		89-90	%	1	-1	-1	1	0	0
		90-91	%	0	0	1	0	0	0
2. OUR SCHOOL STAFF BELIEVES AND DEMONSTRATES THAT ALL STUDENTS CAN ATTAIN MASTERY.	ALL HIGH SCHOOLS	88-89	%	23	57	18	3	79	21
		89-90	%	22	55	21	2	77	23
		90-91	%	24	54	19	4	78	22
		91-92	%	25	51	21	3	76	24
		CHANGE FROM:							
		88-89	%	2	-6	3	0	-3	3
		89-90	%	3	-4	0	1	-1	1
		90-91	%	1	-3	2	-1	-2	2
3. OUR SCHOOL HAS A SAFE CLIMATE.	ALL HIGH SCHOOLS	88-89	%	28	51	17	5	79	21
		89-90	%	29	44	18	10	72	28
		90-91	%	30	52	13	5	82	18
		91-92	%	28	51	16	5	80	20
		CHANGE FROM:							
		88-89	%	0	0	-1	0	1	-1
		89-90	%	-1	7	-2	-5	8	-8
		90-91	%	-2	-1	3	0	-2	2
4. OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL, BUSINESSLIKE CLIMATE.	ALL HIGH SCHOOLS	88-89	%	28	51	16	5	79	21
		89-90	%	28	45	18	8	74	26
		90-91	%	29	51	16	5	79	21
		91-92	%	25	52	18	5	77	23
		CHANGE FROM:							
		88-89	%	-3	1	2	0	-2	2
		89-90	%	-3	7	0	-3	3	-3
		90-91	%	-4	1	2	0	-2	2
5. OUR SCHOOL HAS A CLEAR AND FOCUSED MISSION THROUGH WHICH OUR ENTIRE STAFF SHARES AN UNDERSTANDING AND COMMITMENT TO SCHOOL GOALS.	ALL HIGH SCHOOLS	88-89	%	24	55	17	4	79	21
		89-90	%	24	52	19	5	76	24
		90-91	%	25	52	18	6	77	23
		91-92	%	25	50	21	4	75	25
		CHANGE FROM:							
		88-89	%	1	-5	4	0	-4	4
		89-90	%	1	-2	2	-1	-1	1
		90-91	%	0	-2	3	-2	-2	2
6. OUR SCHOOL STAFF WORKS TOGETHER TO IMPROVE INSTRUCTION.	ALL HIGH SCHOOLS	88-89	%	28	56	13	2	84	16
		89-90	%	28	55	14	3	83	17
		90-91	%	27	53	17	4	79	21
		91-92	%	31	52	16	2	83	17
		CHANGE FROM:							
		88-89	%	3	-4	3	0	-1	1
		89-90	%	3	-3	2	-1	0	0
		90-91	%	4	-1	-1	-2	4	-4
7. OUR CLASSROOMS ARE CHARACTERIZED BY STUDENTS ACTIVELY ENGAGED IN LEARNING.	ALL HIGH SCHOOLS	88-89	%	21	62	13	3	84	16
		89-90	%	19	62	15	4	81	19
		90-91	%	22	64	12	2	86	14
		91-92	%	24	61	13	2	85	15
		CHANGE FROM:							
		88-89	%	3	-1	0	-1	1	-1
		89-90	%	5	-1	-2	-2	4	-4
		90-91	%	2	-3	1	0	-1	1

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APPENDIX D

AUSTIN INDEPENDENT SCHOOL DISTRICT

DISTRICTWIDE SURVEY OF PROFESSIONALS: FOUR YEAR COMPARISIONS

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

91.21

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
8. AT OUR SCHOOL THERE IS FREQUENT MONITORING OF STUDENT PROGRESS. THE RESULTS OF ASSESSMENTS ARE USED TO IMPROVE INDIVIDUAL STUDENT PROFICIENCY.	ALL HIGH SCHOOLS	88-89	%	23	64	11	2	87	13
		89-90	%	25	61	12	2	86	14
		90-91	%	26	60	12	2	85	15
		91-92	%	25	60	13	2	85	15
		CHANGE FROM:							
		88-89	%	2	-4	2	0	-2	2
		89-90	%	0	-1	1	0	-1	1
		90-91	%	-1	0	1	0	0	0
9. OUR SCHOOL HAS POSITIVE RELATIONS WITH THE HOME AND SCHOOL COMMUNITY.	ALL HIGH SCHOOLS	88-89	%	28	60	11	1	88	12
		89-90	%	28	53	16	3	81	19
		90-91	%	29	55	13	3	84	16
		91-92	%	30	52	15	3	82	18
		CHANGE FROM:							
		88-89	%	2	-8	4	2	-6	6
		89-90	%	2	-1	-1	0	1	-1
		90-91	%	1	-3	2	0	-2	2
10. THE CHANNELS OF COMMUNICATION AMONG THE FACULTY, ADMINISTRATORS, AND OTHER STAFF AT MY BUILDING ARE OPEN AND ADEQUATE.	ALL HIGH SCHOOLS	88-89	%	29	48	17	6	77	23
		89-90	%	24	52	16	7	77	23
		90-91	%	27	47	19	7	74	26
		91-92	%	28	45	18	9	73	27
		CHANGE FROM:							
		88-89	%	-1	-3	1	3	-4	4
		89-90	%	4	-7	2	2	-4	4
		90-91	%	1	-2	-1	2	-1	1
11. THERE IS COLLABORATIVE PLANNING AND DECISION MAKING IN MY SCHOOL.	ALL HIGH SCHOOLS	88-89	%	19	57	19	5	77	23
		89-90	%	20	52	22	7	72	28
		90-91	%	22	52	19	7	74	26
		91-92	%	24	49	21	6	73	27
		CHANGE FROM:							
		88-89	%	5	-8	2	1	-4	4
		89-90	%	4	-3	-1	-1	1	-1
		90-91	%	2	-3	2	-1	-1	1
12. OVERALL, STUDENTS ARE WELL BEHAVED IN THIS SCHOOL.	ALL HIGH SCHOOLS	88-89	%	20	53	20	8	73	27
		89-90	%	19	52	19	10	71	29
		90-91	%	22	56	17	5	78	22
		91-92	%	21	55	18	6	76	24
		CHANGE FROM:							
		88-89	%	1	2	-2	-2	3	-3
		89-90	%	2	3	-1	-4	5	-5
		90-91	%	-1	-1	1	1	-2	2
13. ADEQUATE RESOURCES (E.G., TEXTBOOKS, TEACHER GUIDES, AND OTHER MATERIALS) ARE AVAILABLE TO ME.	ALL HIGH SCHOOLS	88-89	%	35	51	10	3	87	13
		89-90	%	36	47	12	5	83	17
		90-91	%	32	51	12	5	83	17
		91-92	%	33	50	13	5	83	17
		CHANGE FROM:							
		88-89	%	-2	-1	3	2	-4	4
		89-90	%	-3	3	1	0	0	0
		90-91	%	1	-1	1	0	0	0
14. THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING.	ALL HIGH SCHOOLS	88-89	%	26	59	13	2	85	15
		89-90	%	24	56	16	4	80	20
		90-91	%	27	59	11	2	87	14
		91-92	%	25	60	13	2	85	15
		CHANGE FROM:							
		88-89	%	-1	1	0	0	0	0
		89-90	%	1	4	-3	-2	5	-5
		90-91	%	-2	1	2	0	-2	1

APPENDIX D

AUSTIN INDEPENDENT SCHOOL DISTRICT

DISTRICTWIDE SURVEY OF PROFESSIONALS: FOUR YEAR COMPARISIONS

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

91.21

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
15. THE PRINCIPAL IS WILLING TO DISCUSS PROBLEMS WITH PROFESSIONALS.	ALL HIGH SCHOOLS	88-89	%	48	43	7	3	91	9
		89-90	%	46	41	7	6	87	13
		90-91	%	42	43	9	6	86	14
		91-92	%	42	42	10	5	85	15
		CHANGE FROM:							
		88-89	%	-6	-1	3	2	-6	6
		89-90	%	-4	1	3	-1	-2	2
		90-91	%	0	-1	1	-1	-1	1
16. MY DECISIONS AS A PROFESSIONAL ARE SUPPORTED AND RESPECTED BY MY CAMPUS ADMINISTRATOR(S).	ALL HIGH SCHOOLS	88-89	%	36	50	10	4	86	14
		89-90	%	35	49	11	5	84	16
		90-91	%	39	46	10	5	85	15
		91-92	%	34	50	13	4	83	17
		CHANGE FROM:							
		88-89	%	-2	0	3	0	-3	3
		89-90	%	-1	1	2	-1	-1	1
		90-91	%	-5	4	3	-1	-2	2
17. MY CONTINUED GROWTH AS A PROFESSIONAL IS SUPPORTED BY STAFF DEVELOPMENT/TRAINING PROVIDED THROUGH MY CAMPUS.	ALL HIGH SCHOOLS	88-89	%	25	57	15	4	81	19
		89-90	%	28	53	15	5	81	19
		90-91	%	28	55	14	4	82	18
		91-92	%	27	55	15	4	81	19
		CHANGE FROM:							
		88-89	%	2	-2	0	0	0	0
		89-90	%	-1	2	0	-1	0	0
		90-91	%	-1	0	1	0	-1	1
18. JOB PERFORMANCE APPRAISALS ON THIS CAMPUS ARE FAIR AND REPRESENTATIVE OF ACTUAL JOB PERFORMANCE.	ALL HIGH SCHOOLS	88-89	%	21	53	18	8	75	25
		89-90	%	23	51	19	7	74	26
		90-91	%	24	54	16	6	78	22
		91-92	%	25	55	14	6	80	20
		CHANGE FROM:							
		88-89	%	4	2	-4	-2	5	-5
		89-90	%	2	4	-5	-1	6	-6
		90-91	%	1	1	-2	0	2	-2
19. OUR FACULTY MEETINGS ARE WELL PLANNED AND PRODUCTIVE.	ALL HIGH SCHOOLS	88-89	%	25	54	16	5	79	21
		89-90	%	23	47	22	7	71	29
		90-91	%	24	50	19	7	73	27
		91-92	%	21	52	19	8	73	27
		CHANGE FROM:							
		88-89	%	-4	-2	3	3	-6	6
		89-90	%	-2	5	-3	1	2	-2
		90-91	%	-3	2	0	1	0	0
20. NEW SCHOOL POLICIES ARE EXPLAINED TO ME TO MY SATISFACTION.	ALL HIGH SCHOOLS	88-89	%	22	62	13	3	84	16
		89-90	%	22	61	12	5	83	17
		90-91	%	22	61	13	4	83	17
		91-92	%	19	60	16	5	79	21
		CHANGE FROM:							
		88-89	%	-3	-2	3	2	-5	5
		89-90	%	-3	-1	4	0	-4	4
		90-91	%	-3	-1	3	1	-4	4
21. THE RESOLUTION OF CONFLICT OR PROBLEMS IS ADDRESSED POSITIVELY IN THIS SCHOOL.	ALL HIGH SCHOOLS	88-89	%	21	59	17	3	80	20
		89-90	%	19	58	16	7	77	23
		90-91	%	23	57	15	5	80	20
		91-92	%	23	54	18	4	77	23
		CHANGE FROM:							
		88-89	%	2	-5	1	1	-3	3
		89-90	%	4	-4	2	-3	0	0
		90-91	%	0	-3	3	-1	-3	3

APPENDIX D

AUSTIN INDEPENDENT SCHOOL DISTRICT

DISTRICTWIDE SURVEY OF PROFESSIONALS: FOUR YEAR COMPARISIONS

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

SCHOOL CLIMATE/EFFECTIVENESS ITEMS

91.21

ITEMS	RESPONSES OF:	YEAR		RESPONSES: STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	RETURN RATE: SA+A	D+SD
22. STAFF ACHIEVEMENTS ARE RECOGNIZED.	ALL HIGH SCHOOLS	88-89	%	34	53	11	2	87	13
		89-90	%	33	52	11	4	85	15
		90-91	%	30	53	13	5	83	17
		91-92	%	32	52	13	4	83	17
		CHANGE FROM:							
		88-89	%	-2	-1	2	2	-4	4
		89-90	%	-1	0	2	0	-2	2
		90-91	%	2	-1	0	-1	0	0
23. AN EFFORT IS MADE TO KEEP PAPER-WORK REQUIRED BY MY CAMPUS TO A MINIMUM LEVEL.	ALL HIGH SCHOOLS	88-89	%	12	50	28	11	62	38
		89-90	%	11	46	31	12	57	43
		90-91	%	13	50	27	11	62	38
		91-92	%	13	48	28	10	61	39
		CHANGE FROM:							
		88-89	%	1	-2	0	-1	-1	1
		89-90	%	2	2	-3	-2	4	-4
		90-91	%	0	-2	1	-1	-1	1
24. THE MORALE OF THIS STAFF IS GENERALLY HIGH.	ALL HIGH SCHOOLS	88-89	%	17	51	24	8	68	32
		89-90	%	19	47	25	9	66	34
		90-91	%	20	50	22	8	70	30
		91-92	%	17	41	30	12	57	43
		CHANGE FROM:							
		88-89	%	0	-10	6	4	-11	11
		89-90	%	-2	-6	5	3	-9	9
		90-91	%	-3	-9	8	4	-13	13

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AUSTIN INDEPENDENT SCHOOL DISTRICT

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